ON05874

The Early Years

Consultation Paper

Restructuring of Education
June 1991

93-00318/

A Message from the Deputy Minister

The Ministry of Education is committed to the Restructuring of Education in Ontario through a consultation process that is open to everyone interested in the education of children.

The Early Years Consultation Paper addresses the special needs of four- and five-year-olds in Junior Kindergarten and Kindergarten programs. Focusing on the needs of children as they enter our educational system is crucial to their well-being because it is in the Early Years that the foundations are established for a lifetime of learning. It is in these first years of schooling that children develop positive attitudes toward learning, the self confidence to succeed in later grades and the groundwork for language and literacy.

The Early Years are important to parents and guardians who want their children to have the best in secure, stimulating and nurturing environments for learning. For educators, the Early Years are significant because of the potential they offer for the development of new partnerships with other agencies, ministries, communities and families.

I invite you to participate in the analysis of the important issues presented in this paper. Your comments and recommendations are vital in ensuring the development and implementation of meaningful changes that reflect the beliefs and aspirations of the people of Ontario.

If you have any questions on the consultation process, please contact Patrick Fleck of the Learning Programs Secretariat at (416) 325-2455.

Robert L. Mitton
Deputy Minister

The Early Years Work Team

The Ministry of Education wishes to acknowledge the contributions of the following people who participated in the development of this consultation paper.

Paulette Laforest-Norman
Early Years Work Team Leader
Ontario Ministry of Education
Curriculum Policy Development Branch

Lise Charland
Superintendent
The Catholic sector of the Ottawa-Carleton
French-Language School Board

Dick Coburn
Director of Education
Kenora Board of Education

Pat Dickinson
Early Childhood and Primary Co-ordinator
Halton Board of Education

Lynda Palazzi
Superintendent of Program
Peel Board of Education

Lucie Piché-Cantin
Education Officer
Ontario Ministry of Education
Curriculum Policy Development Branch

Ginette Plourde
Policy Co-ordinator
Ontario Ministry of Education
Learning Programs Secretariat

Laury Roy
Education Officer
Ontario Ministry of Education
Curriculum Policy Development Branch

Una Villiers
Co-ordinator of Early Childhood Education
Board of Education for the City of Toronto

Guide to the Early Years Consultation Paper

This consultation paper was prepared by the Early Years work team to promote reflection and discussion of the educational needs of four- and five-year-old children and to identify issues for a consultation that will lead to the development of new policy directions for Junior Kindergarten and Kindergarten in Ontario.

Individuals and groups are invited to respond to any or all of the issues outlined here, to raise more issues and to offer additional proposals. You are invited to keep the consultation paper for reference and to make your comments on the separate response guide that we have provided.

Your comments are extremely important to the Early Years work team. While a "yes" or a "no" answer will be appreciated, your comments regarding the issues presented in this paper and other issues related to education in Junior Kindergarten and Kindergarten are essential to ensure that our policies are meeting the needs of children in today's world.

All submissions will be considered. Please submit your response as soon as possible and no later than February 28,1992 to

Paulette Laforest-Norman
Early Years Work Team Leader
Ontario Ministry of Education
Learning Programs Secretariat
17th Floor, Mowat Block
900 Bay Street
Queen's Park
Toronto, Ontario
M7A 1L2

Table of Contents

Context For Change _____ 1

The Child's World _____ 3

How Children Learn _____ 7

Program Delivery _____ 25

Teacher Education _____ 31

References _____ 39

Context For Change

Ontario is undergoing rapid changes that are drastically altering the world of our children. The racial, ethnic, cultural and linguistic diversity of the population is increasing. Families and family support structures are shifting. At the same time, people are becoming increasingly mobile. Children today are also profoundly affected by changing values, technology and the media.

If schools are to continue to serve the needs of our children, they must respond to these changes. They must also forge stronger ties with families, communities, and the government ministries and community agencies that provide children's services.

This consultation paper focuses on the educational needs of four- and five-year-old children within the context of families, communities and society. It identifies issues for a discussion that will lead to the development of new policy directions for Junior Kindergarten and Kindergarten.

This paper was developed as part of the Restructuring of Education that was launched by the Ontario government in 1989 to develop new education policies that will meet the needs of children in our changing society. The goal is to ensure that all children in Ontario have equal access to a quality education and the opportunity to achieve their full potential.

The Early Years is one of six initiatives that together touch on all aspects of education in Ontario from Junior Kindergarten to the end of secondary school. The initiatives include: The Early Years (Junior Kindergarten and Kindergarten); The Formative Years (Grades 1 to 6); The Transition Years (Grades 7, 8 and 9), The Specialization Years (Grades 10 to the Ontario Academic Courses); Technological Education; and Teacher Education.

To enable everyone interested in the education of children to participate in the restructuring, a consultation process was developed that is broader and more comprehensive than any undertaken by the ministry before. Work teams composed of representatives of schools, school boards, professional associations and the education ministry are proposing issues to educators and the public for feedback early in the process. The work teams will also be consulting with educators and the public at several other stages in the development of new policies.

The goal is to ensure that all children in Ontario have equal access to a quality education and the opportunity to achieve their full potential

---

To assist the consultation process, the ministry has developed a five-year action plan and annual plans. The ministry has also launched a number of research projects, including a study to examine exemplary programs and practices in Junior Kindergarten and Kindergarten.

The Early Years are crucial in the Restructuring of Education because it is in Junior Kindergarten and Kindergarten that the foundations are built for a lifetime of learning. Numerous studies have shown the value of an early beginning in quality programs (Lazar, Hubbell, Murray, Rosche and Royce, 1977; Schweinhart and Weikart, 1980; Lazar and Darlington, 1982; Wright, 1983). In Junior Kindergarten and Kindergarten, young children can develop strong foundations in social, physical, language and thinking skills. Through their interaction with other children and adults, they can also develop attitudes that enable them to approach later, more formal schooling with confidence.

It is in Junior Kindergarten and Kindergarten that the foundations are built for a lifetime of learning

---

The government is committed to making Junior Kindergarten and Kindergarten available to all four- and five-year-olds in Ontario whose parents choose to enroll them. Currently, these programs are not offered consistently throughout the province. All school boards will be required to provide half-day Kindergarten by September 1992 and half-day Junior Kindergarten by September 1994. School boards may also provide full-day Kindergarten where space permits.

To help school boards and minority language sections establish new Early Years programs as required, the government announced in 1989 that up to $194 million in provincial operating grants would be provided. These grants are being phased in over five years, starting in 1989. An additional $100 million at a school board's rate of grant was allocated over five years for Junior Kindergarten capital projects. Over the past two years, the ministry also provided up to $3,000 for each new classroom to encourage the purchase of large-scale learning equipment. These incentive funds were available to boards and sections which did not have Junior Kindergarten programs.

For more information on the Restructuring of Education, please contact the regional office of the Ontario Ministry of Education in your area.

Central Ontario Regional Office
Suite 3201, 2025 Sheppard Avenue East
North York, Ontario M2J 1W4
(416) 491-0330

Eastern Ontario Regional Office
4th Floor, 1590 Merivale Road
Nepean, Ontario K2G 4B5
(613) 225-9210

Midnorthern Ontario Regional Office
7th Floor, 199 Larch Street
Sudbury, Ontario P3E 5P9
(705) 675-4401

Northeastern Ontario Regional Office
P.O. Box 3020, 447 McKeown Avenue
North Bay, Ontario P1B 8K7
(705) 474-7210

Northwestern Ontario Regional Office
P.O. Box 5000, 435 James Street South
Thunder Bay, Ontario P7C 5G6
(807) 475-1571

Western Ontario Regional Office
759 Hyde Park Road
London, Ontario N6H 3S6
(519) 472-1440

The Child's World

Dramatic changes in society are transforming the world of our children. The media, particularly television, are changing attitudes and the way children learn. It is important that teachers and parents work together to recognize these influences and to help children deal critically with the media and to use the media to learn.

Technology has also altered the lives and learning styles of children. To help children become comfortable with technology and to use it for learning, the restructuring initiative that is focusing on technological education has proposed that children learn to work with technology at the earliest age possible. In the Early Years, teachers need to recognize and use the many activities performed by children that are technological in nature to encourage creativity and to develop a better understanding of technology.

Because of increasing diversity in family structures and support systems, children no longer enter school with a common set of experiences. In the past, most children came to Junior Kindergarten and Kindergarten from the home, and these programs functioned as an introduction to formal schooling and a bridge between the home and school environments. Today, Junior Kindergarten and Kindergarten link schools to a variety of support structures that may include child care, nursery schools, before- and after-school programs and informal arrangements for care. Adapting to this variety of experience and co-ordinating with the range of child care programs are growing challenges for Early Years teachers.

Children also come to Early Years programs from a variety of linguistic, cultural, ethnic and racial backgrounds. This diversity enriches the school environment for all children and provides opportunities for them to be exposed to new ideas, cultures and languages. However, many children are now entering the Early Years with little or no experience in either English or French and require programs and services in the language of instruction. Many English-language schools currently provide a language-training program called English as a Second Language and English Skills Development. French-language schools also need a similar program.

Increasingly, the days and learning experiences of young children are becoming fragmented. Their lives may be disrupted by moving or changes in family and support structures. Many children are also moved daily through a variety of support systems and recreational programs located at different places and staffed by different adults. It is believed that greater continuity and stability in education in the Early Years will help children achieve success in the primary grades and beyond. Continuity and stability may be particularly important for children from low income communities. For these children, it has been shown that two years in preschool, starting at age three, are more effective than only one year in improving social, intellectual and cognitive development (Wright, 1983).

While many children come to school from stable, nurturing environments, some children come to school frightened, hungry,

or neglected – and unable to learn. Many children live in poverty. Many witness spouse, child and substance abuse as well as racial, social and gender inequities. Many also experience tremendous instability in their lives: their family structures and home environments change frequently and unexpectedly as the result of unemployment, increasing mobility and family breakdowns. Educators can assist these children by finding ways to provide stable environments and positive role models in schools.

Continuity and stability in education in the Early Years will help children achieve success in the primary grades and beyond

---

Research has shown that an increasing number of children are at risk of experiencing severe emotional, behavioural and educational problems. While this is especially true for children from disadvantaged communities, children from all socio-economic levels have a greater potential of developing these problems than in the past. To serve these children, it is important to look for ways to integrate the delivery of mental health services for children and their families with the educational programs that schools provide.

Agencies responsible for young children are beginning to work together to foster healthy child development. In 1989, the Ontario ministries of Community and Social Services, Education and Health, along with the Federal Department of Indian Affairs, created a project called Better Beginnings: Better Futures. The goals of this project are to provide early intervention in emotional, behavioural, social, physical and cognitive problems and to enhance community support.

In 1990, the Ministry of Education, in collaboration with the ministries of Health and Community and Social Services, and selected school boards, created Children Adjust: The Tri-Ministry Project to develop ways to help children with severe social and behavioural problems. These ministries, together with the Ontario Ministry of Northern Development and Mines, have also created a prototype for the provision of assessment and treatment services called Integrated Services for Northern Children.

Partnerships like these are leading to the development of new models for the delivery of both social services and education. In fact, many child care programs provided by the Ministry of Community and Social Services are now located in schools.

The partnership most crucial to helping children is that between schools and families or guardians. For educators, families are the primary force in a child's education. For families and guardians, a school is a trusted and reliable community resource.

Issue 1

Should the Ontario education system play a role in serving young children and their families with regard to the following?

a) Child care Yes ❑ No ❑

b) Prevention programs for children at risk of developing emotional or behavioural problems Yes ❑ No ❑

c) Family counselling Yes ❑ No ❑

d) Parenting courses Yes ❑ No ❑

e) Breakfast programs Yes ❑ No ❑

f) Health care Yes ❑ No ❑

g) Recreation Yes ❑ No ❑

h) Partnerships with community and social agencies Yes ❑ No ❑

i) Partnerships with service clubs Yes ❑ No ❑

j) Partnerships with other ministries Yes ❑ No ❑

k) Partnerships with other educational institutions Yes ❑ No ❑

l) Other (please specify)

Comments

If yes was selected, please describe in detail responsibilities, strategies and models for implementation at the provincial, regional and school board levels. If no was selected, what do you suggest?

How Children Learn

The Role of Play

Children learn through play. Play is how they come to understand the world and themselves. Play is what children do (Rabinowitz et al, 1975).

The Ministry of Education has long recognized that young children learn through play. However, while most schools in Ontario stress the role of play in the Early Years, some programs continue to be overly structured and overly academic. This may be a result of a lack of understanding about how young children learn, inadequate teacher training or an absence of appropriate learning equipment.

The role of children's play in the development of creativity, problem solving and social skills is well documented (Feitelson and Ross, 1973; Sylva, Bruner and Genova, 1976; Gardner, 1980; Pepler and Ross, 1981; Pellegrini and Galda, 1982; Pepler, 1982; Rubin, Fein and Vandenburg, 1983; De Grandmont, 1989; Eckler and Weininger, 1989). Children play with language, ideas and materials and individually and in groups. Through play, children gain independence, confidence and new understandings. They also learn to solve problems and to develop alternative solutions.

Children learn best when their play is self-directed (Hendrick, 1980; Bredekamp, 1987; Schweinhart, 1987; Schweinhart and Weikart, 1988). When play is directed by the child, it is relaxed and non-threatening. When children choose their own activities and materials and evaluate their own performances, self-direction, creativity and independent learning are encouraged, rather than the traditional values of compliance and competition. By observing children at play, teachers can plan activities that will lead children to the next level of development (Vygotsky, 1978; Bruner, 1983).

As children select partners for play, they form social groups, develop positive feelings about themselves and learn to appreciate the feelings and abilities of other children. And, as play evolves into more social forms, they learn to co-operate and to get along with others. They also develop the language skills needed in group situations.

It is the teacher's challenge to capitalize on the natural curiosity, playfulness and energy of young children

---

It is important for teachers to recognize the remarkable accomplishments that children bring with them as they enter programs in the Early Years. It is the teacher's challenge to capitalize on the natural curiosity, playfulness and energy of young children and to create environments that extend, enrich and stimulate children's thinking.

Learning environments for young children should be rich in materials they can use to explore, construct, manipulate, represent,

pretend, create and express themselves. The younger the children, the more concrete the materials must be to allow them to create meaningful experiences (Hendrick, 1980; Bredekamp, 1987; Schweinhart, 1987; Schweinhart and Weikart, 1988).

It is important for teachers to recognize the remarkable accomplishments that children bring with them as they enter programs in the Early Years

---

The learning experiences and materials provided for children in the Early Years need to be appropriate for their ages and levels of development (Bredekamp, 1987; Schweinhart, 1987). In addition, classrooms should be organized to accommodate a variety of learning needs and interests, different sizes of groups and a range of activities taking place at the same time.

Children in the Early Years need stimulation and feedback that correspond with their individual learning needs and interests. They also need the security that comes from familiar surroundings and support for their individual strengths and accomplishments.

While playing with new materials and objects, children in the Early Years develop fine motor skills and explore new concepts. Playing with new materials also stimulates thought and language and challenges a child's way of looking and thinking about the world. Playing with familiar materials confirms understandings and allows children to develop self-esteem through repeated successes.

Four- and five-year-olds need a great deal of physical play. They enjoy indoor and outdoor physical activities with large equipment. Through practice and repetition of physical activities, they develop motor skills and physical co-ordination. This growing physical independence is a pleasant experience for children. It confirms that they are gaining control over their bodies and their worlds and contributes to feelings of confidence, self-worth and autonomy.

Quality programs for young children balance indoor and outdoor experiences (Hendrick, 1980; Bredekamp, 1987). They provide large muscle activities indoors and creative and problem-solving activities outdoors. Supervised field trips and nature explorations are important because they create opportunities for children to develop skills and gain meaningful understandings about themselves, others and the environment.

The Role of Language

Language is central to all learning (Britton, 1970). Through the use of language, four- and five-year-olds define, clarify and extend their knowledge. They learn how to use language to give directions, to get things done, to persuade and convince others, to encourage, to explain how to do something, to ask clarifying questions, to plan, to pretend and to co-operate. Through fantasy and dramatic play, young children develop a sense of the power of language, as well as feelings of self-worth and confidence. As they develop language skills, they gain autonomy, develop more complex thinking capabilities and broaden their concepts of time, space, matter, energy and life.

The environment for learning in the Early Years needs to give children the opportunity to talk in a variety of social settings and for a variety of purposes. It should also allow them

to communicate symbolically through other means, such as blocks, paints, clay and movement (Cazden, 1981). This helps children to extend their experiences into many different worlds, both real and imaginary, and to increase their understanding of the world around them, of themselves and others.

Language is also the basis of literacy (Chomsky, 1981). Teachers can play a significant role in the creation of a foundation for literacy by answering questions, by listening carefully to children's talk and extending meaning, and by telling and reading stories. Participation in stories, poetry, rhymes and songs immerses children in language (Glazer, 1989). Looking at a book with a child is an ideal setting for adults and children to talk about the pictures and the text. Books that encourage children to respond to the story because of interesting and exciting language help stimulate language growth.

Listening to stories is particularly important for young children in the development of literacy. Research shows that children who are read to at home learn to read easily in school (Wells, 1986). While listening to stories, children experience the organization of language and its rhythms and structures. Listening also extends the range of children's experiences far beyond the limits of their surroundings.

The number of youngsters whose first language is neither French nor English is increasing. These children face great obstacles as they enter Ontario schools, which operate in French or English, and will benefit from opportunities in the Early Years to interact with peers and to become acquainted with the language of instruction. Language and concept development have been shown to evolve best in stimulating environments such as those of quality Junior Kindergarten and Kindergarten programs and through warm, positive interactions with peers and trained, caring adults.

In 1982, Section 23 of the Canadian Charter of Rights and Freedoms recognized the right of the children of Francophone citizens of Canada to French-language elementary and secondary school instruction. As a partial consequence, French-language schools must serve children with varying abilities to speak French.

Through fantasy and dramatic play, young children develop a sense of the power of language as well as feelings of self-worth and confidence

---

To assist children who do not speak French fluently but who have a constitutional right to attend a French-language school. the Ministry of Education is developing a strategy that could be integrated into the daily teaching of Francophone children.

This strategy includes a program of "refrancisation" for language training and a support document on "animation culturelle" to help teachers promote awareness of the French culture.

In Ontario, there are also language and cultural awareness programs for native children, such as Native as a Second Language. The Ministry of Education published curriculum guidelines for native languages in 1987 and a support document in 1989.

Many school boards offer Immersion French programs for children in Junior Kindergarten and Kindergarten. However, current research related to Immersion French suggests that there may be value in developing a strong

first-language base in English prior to second-language learning (Parkin, Morrison and Watkin, 1989). Currently, provincial policy does not provide direction to school boards regarding the age at which to introduce Immersion French programs in the Early Years.

The Role of Adults

The presence and behaviour of adults in Early Years classrooms is tremendously important to the quality of play and learning and to the development of independence and confidence in young children.

In addition to teachers, adults in Early Years programs may include parents, administrators, teacher aides, volunteers, students on co-operative education experiences and teacher candidates who are enrolled in faculties of education. While four- and five-year-olds are developing greater independence and responsibility, they are still dependent on the adults in their environment for security, guidance, encouragement and praise. It is essential to the well-being of children in the Early Years that all adults in the classroom respond to them in ways that support independence, exploration, discovery, language development, social skills, problem solving and risk taking.

By showing children how to co-operate with others, adults can help them to become better social problem solvers. Holloway and Reichhart-Erickson (1988), suggest that children are more likely to become socially competent when adults interact with them in a friendly and responsive manner. Through encouragement and the modelling of socially acceptable behaviour, teachers help children to develop self-esteem, a positive self-concept and social skills. In the Early Years, it is important that there be positive role models of both genders. Adults in the classroom should also be of many different ages and represent different ethnic, cultural and racial backgrounds.

Adults in Early Years classrooms assist children by initiating, clarifying and extending play. They enhance the quality of children's play by introducing new materials and vocabulary (Pepler, 1982; Smith, 1983). Adults are needed to guide children through problem-solving situations. Adults also help children by encouraging them to use language for a variety of purposes (Tough, 1976). Individual and small group interaction between adults and children has been shown to encourage language development (Brophy and Good, 1969; Hutinger and Bruce, 1971; Tough, 1976; Brown, Weinberg and Cromer, 1986; Morrow, 1986).

Adult involvement in Junior Kindergarten and Kindergarten is also important because it provides opportunities for the sharing of points of view, values, different sensitivities, experiences and strategies for working with children (Berger, 1986; Long, 1986; Watt and Flett, 1988; Pearson, 1990).

A high degree of parental involvement is characteristic of quality programs

---

Research suggests that a high degree of parental involvement is characteristic of quality Early Years programs (Hendrick, 1980). Parental involvement benefits the child, fosters understanding between educators and parents or guardians, and gives teachers access to the wealth of information parents

and guardians can provide about the needs and learning styles of their children. Because of the nature and dependence of four- and five-year-old children, the Early Years are a period of unmatched opportunity for teachers to involve parents in educational programs.

Studies suggest that small class size and a small number of children per teacher are factors in the development of high quality programs (Ruopp, Travers, Glantz and Coelen, 1979; Phillips, 1987; Smith et al, 1988). The length, complexity and quality of children's play has been shown to increase with the presence and number of adults in the classroom (Bruner, 1980; Sylva, Roy and Painter, 1980; Berger, 1986; Long, 1986; Watt and Flett, 1988; Pearson, 1990).

Although small class size is important, simply reducing class size without introducing different teaching methods and support structures, will not bring about major changes in the way instruction is organized and delivered (Shapson, Wright, Eason and Fitzgerald, 1980; Klein, 1985; Word, 1990). Research suggests that reduction in class size needs to be accompanied by teacher training in strategies for small classes.

Teachers in the Early Years should have an extensive knowledge of child development and theories of learning. It is essential that they continually observe and respond to the needs of each child in the classroom and communicate that knowledge to those with shared responsibility for the child. Teachers also need to emphasize communication and co-ordination with the increasing number of child care programs and services.

Each child develops in his or her own way. In addition to responding to each learner's pattern of development, teachers must address the special needs of each child. These needs may be related to vision, hearing, speech or physical and intellectual development. In addition, increasing numbers of children are experiencing severe emotional, behavioural and educational problems that will also need special assistance (Offord, 1987; Maloney, 1990). While this is especially true for children from disadvantaged communities, children from all socio-economic levels may have a greater potential of developing these problems than in the past (Ruopp et al, 1979; Cooke, 1986; Offord, 1987; Schorr, 1988; Maloney, 1990).

Since 1981, all school boards have been required to identify each child's level of development, learning abilities and needs; to ensure that programs are designed to meet those needs; and to aid each child's growth and development. This program is called Early and Ongoing Identification of Learning Abilities and Needs. Insights gained through this program and through discussions with parents and guardians, care givers, teachers, professionals and other adults help to ensure that the most appropriate learning environments are provided for each child.

Areas of Growth

Learning in the Early Years can be broken down into areas of growth related to self, others, ideas and things as outlined on the next few pages. Together, these areas of growth form the broad scope of developmental experiences that contribute to the lifelong learning of the child. Teachers can build on the many successful learning experiences children bring with them to Junior Kindergarten and Kindergarten by incorporating these areas of growth into children's play and into the Early Years curriculum.

Growth Related to Self

Confidence

- Experiences success with age-appropriate learning and group activities
- Explores and expresses personal ideas and creates individual projects
- Receives praise and positive feedback as a result of learning activities
- Takes risks when encouraged
- Develops self-esteem

Curiosity

- Follows own interests in play and free exploration
- Talks, asks questions and makes personal and group inquiries
- Explores ideas, things and places through people, materials, books, field trips, media and technology

Emotional Security and Well-Being

- Learns free of gender and cultural stereotyping
- Chooses age-appropriate activities
- Understands personal safety and health
- Expresses emotions and receives understanding from friends and caring adults

Personal Fitness

- Exercises daily
- Learns about personal health

Physical Co-ordination

- Performs a variety of small and large muscle activities

Independence

- Gains control over physical activities
- Makes decisions and accomplishes things independently
- Plays alone

Responsibility

- Assumes responsibility for personal actions
- Assumes responsibility for things in the classroom

Growth Related to Others

Appreciation of and Sensitivity to Others

- Observes activity of others
- Responds to others in a caring way

Racial/Cultural/Gender Identity

- Shows pride in own racial/cultural/gender identity
- Participates in a variety of racial/cultural/gender activities

Co-operation/Collaboration

- Plays interactively in a variety of activities
- Shares responsibility for classroom events and activities with others
- Participates with others in planning events and discussing ideas
- Shares responsibility in music, art, construction and drama

Leadership

- Helps others grow and learn
- Creates innovative ideas, plans, objects
- Assumes key responsibility for task completion
- Persuades others to participate by example

Communication

- Interacts effectively with others through verbal, visual and physical contact
- Shares ideas and information through conversation
- Listens and responds to the ideas of others

Growth Related To Ideas

Knowledge

- Demonstrates factual understanding of self, others and things

Concepts

- Sees increasingly complex relationships, such as classification and seriation, among people, objects and events
- Uses concepts to extend understanding and to see new relationships

Thinking Skills/Problem Solving

- Uses knowledge, concepts, materials and strategies to solve problems
- Invents strategies and creative approaches to problems

Literacy

- Gains an understanding of literacy in a variety of forms
- Develops confidence and skills by exploring written and oral expression

Numerical Skills

- Develops an understanding of numerical concepts and relationships such as pattern, shape and measurement
- Uses this understanding in a variety of activities such as counting, estimating and problem solving

Language Skills

- Uses language effectively and confidently for a variety of purposes and audiences

Artistic Appreciation and Expression

- Participates in a variety of musical, artistic, audio-visual, dramatic and movement activities
- Develops artistic representations of feelings, ideas and experiences

Growth Related to Things

Technology

- Uses a variety of materials and devices – mechanical, scientific, informational and electronic – to solve problems, to learn and to accomplish tasks
- Acquires knowledge of materials and devices that are used on a daily basis

Environment

- Gains knowledge about life, earth, space, matter, energy and time
- Acquires understanding of and appreciation for the environment through conservation, recycling and care of natural resources
- Develops understanding of and appreciation for the care and growth of plants and animals

Media

- Uses media to learn and to represent ideas

Aesthetics

- Develops understanding of beauty in art, dance, theatre, music and nature

Issue 2

Should provincial policy describe learning in Junior Kindergarten and Kindergarten with regard to the following?

a) Role of play Yes ❑ No ❑

b) Role of language Yes ❑ No ❑

c) Role of adults Yes ❑ No ❑

d) Areas of growth Yes ❑ No ❑

Comments

If yes was selected, please describe in detail how these areas should be defined and expanded.
If no was selected, what do you suggest?

Issue 3

Should provincial policy describe indoor and outdoor learning materials and equipment for use in Junior Kindergarten and Kindergarten?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 4

Should the Ministry of Education develop a policy on "refrancisation" to ensure that school boards address the needs of children who have a wide range of linguistic abilities and are attending schools where French is the language of instruction?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the policy. If no was selected, what do you suggest?

Issue 5

Should provincial policy provide direction to school boards regarding the introduction of Immersion French programs in Junior Kindergarten and Kindergarten in schools where English is the language of instruction?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 6

Should the Ministry of Education develop a policy regarding the provision of a language-training program such as English as a Second Language and English Skills Development in schools where English is the language of instruction?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 7

Should provincial policy provide direction to school boards with regard to staffing in Junior Kindergarten and Kindergarten as it relates to the following?

a) Class size Yes ❑ No ❑

b) Pupil-adult ratio Yes ❑ No ❑

c) Teacher aides for children with special needs Yes ❑ No ❑

d) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 8

Should provincial policy provide direction to school boards with regard to procedures for assessment, evaluation and reporting of children's individual patterns of development and learning?

1. Assessment

a) Teachers' observations of children Yes ❑ No ❑

b) Parents' observations of children Yes ❑ No ❑

c) Child care educators' observations of children Yes ❑ No ❑

d) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

2. Evaluation

a) Early and Ongoing Identification of Learning Abilities and Needs — Yes ❑ No ❑

b) Promotion — Yes ❑ No ❑

c) Retention — Yes ❑ No ❑

d) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

3. Reporting

a) Written reports — Yes ❑ No ❑

b) Parent-teacher conferences — Yes ❑ No ❑

c) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Program Delivery

Ontario is a province of vast ethnic, regional and economic diversity. To respond to local needs and priorities, Junior Kindergarten and Kindergarten programs vary across the province and often within school boards. Programs include half-day daily, full-day on alternate days, full-day daily, combined Junior Kindergarten and Kindergarten, combined Kindergarten and Grade 1, and early childhood programs based on the co-ordination of Junior Kindergarten with child care.

With the exception of three small and remote boards in northern Ontario, all school boards in the province currently offer half-day Kindergarten programs. In 1989, the government announced that, where space is available, school boards may offer full-day Kindergarten. School boards that choose to offer full-day Kindergarten, will receive operating funds based on full-time attendance up to the amounts recognized for grant purposes. Where full-day Kindergarten programs are available, parents and guardians decide whether half-day or full-day attendance is best for their children.

Research suggests that many children can benefit from full-day programs because of greater opportunities for language, intellectual, social and physical development (Alper and Wright, 1979; Bates, Deeth, Wright and Vernon, 1982; Herman, 1984; Bates et al, 1985). At present, 11 of the 177 school boards in Ontario provide opportunities for children to attend Kindergarten all day on a daily basis. Many school boards in rural areas offer full-day Junior Kindergarten and Kindergarten programs on alternate days. In addition, some school boards offer daily full-day attendance to address individual needs.

Currently, the earliest that children can attend Junior Kindergarten is at the age of three years and eight months. All Ontario boards currently offer a single entry point into the school system in September of each year and 95 per cent of eligible children are enrolled. Children who are age four or five by December 31 may be enrolled in Junior Kindergarten and Kindergarten programs in September of that calendar year. Children who are four or five on or after January 1 must wait until the next September to enroll. However, school boards are required to provide programs for all children with special needs under the Education Act. For example, special provisions in the regulations allow hearing-handicapped children of age two to attend a special program for the hearing-handicapped.

Schools are an ideal location for the delivery of child care programs

---

Schools are an ideal location for the delivery of child care programs. School-based child care is accessible to the community and can give greater continuity to a child's day. In addition, school and child care programs can compliment one another when child care and

before- and after-school care facilities are located in schools.

The Ontario Ministry of Community and Social Services has the lead responsibility for child care in this province. In 1987, the Ministry of Education began working with the Ministry of Community and Social Services to develop non-profit child care facilities in schools. Schools are also being encouraged to use vacant space for other family support programs such as drop-in centres for parents and teachers and before- and after-school care for children.

The Ministry of Education provides funds to construct facilities for non-profit child care as part of every new or replacement elementary school built with provincial funds. The Ministry of Community and Social Services provides start-up funds, operating subsidies and fee subsidies for child care. So far, approximately 100 child care centres have been constructed under this program, and money has been allocated to build an additional 149 new centres by 1993. About 1,050 child care centres will be located in schools by 1993.

Issue 9

Should special provisions in the regulations under the Education Act be included to permit children who are not yet three years and eight months old to attend special programs to deal with the following?

a) Identified special needs Yes ❑ No ❑

b) Linguistic needs Yes ❑ No ❑

c) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provisions. If no was selected, what do you suggest?

Issue 10

Should provincial policy provide direction to school boards with regard to flexible entry and attendance in Junior Kindergarten and Kindergarten?

a) Age of entry Yes ❑ No ❑

b) Attendance Yes ❑ No ❑

c) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 11

Should provincial policy provide direction to school boards with regard to the development, implementation and revision of plans for the co-ordination of school-based child care for school-aged children and Junior Kindergarten and Kindergarten programs?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Teacher Education

Teachers are the key to quality in any program for young children (Ruopp et al, 1979; Mitchell, Seligson and Marx, 1989; Whitebook, Howes, Phillips and Pemberton, 1989; Park, in progress). In a review of research about the quality of early childhood education programs, Mitchell et al (1989) suggest that the most proficient teachers of young children are those with college degrees that include training in early childhood education and child development. Other research emphasizes that a thorough understanding of child development and education related specifically to the ages of the children being taught is required for teachers to be adequately prepared (Phillips, 1987; Schweinhart, 1987; Seefeldt, 1988).

Today, no specific training exists for Early Years teachers in Ontario. Certification in the Primary and Junior Divisions is required and a teacher may be assigned to teach Junior Kindergarten or Kindergarten without any specialized training or practice teaching for four- and five-year-olds. Some teachers have additional qualifications, such as a primary specialist. A few teachers also have a one-part additional qualification in early childhood education or post graduate degrees in early childhood education. As part of their training to become teachers, a limited number of teachers has completed a one-year Bachelor of Education after a four-year degree in early childhood education. These specialized programs are currently not offered in the French language.

In many Junior Kindergarten and Kindergarten classrooms, teacher aides are assigned to help the classroom teacher. However, no provincial requirements have been established for teacher aides. While some teacher aides have qualifications in early childhood education, many have no formal training to work with four- and five-year-old children.

The growing integration of child care centres with schools has implications for teacher training in the Early Years (Brophy and Hancock, 1985). Currently, practice teaching does not include experience with child care co-ordination. With the growth of child care facilities within schools, there is a need for training to help child care workers and teachers to communicate and to collaborate.

Because of the lack of French-language teachers in Ontario, school boards must often recruit qualified teachers from outside of the province. These teachers may not have sufficient knowledge of the cultural and linguistic realities of the Franco-Ontarian milieu and may have difficulty adapting programs to meet the needs of children in Ontario in areas where French is spoken by the minority.

Issue 12

Should provincial policy determine specific basic qualifications for the certification of teachers in Junior Kindergarten and Kindergarten ?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 13

Should additional training components on Junior Kindergarten, Kindergarten and child care co-ordination be provided in principal and supervisory officer courses?

a) Principals Yes ❑ No ❑

b) Supervisory officers Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the training components. If no was selected, what do you suggest?

Issue 14

Should the Ministry of Education support school boards in the delivery of professional development programs for teachers in Junior Kindergarten and Kindergarten by the following?

a)	Providing guidelines and models	Yes ❑	No ❑
b)	Providing models for mentorship programs and peer coaching	Yes ❑	No ❑
c)	Developing training materials for professional development	Yes ❑	No ❑
d)	Facilitating the establishment of teacher centres	Yes ❑	No ❑
e)	Encouraging partnerships with other agencies and institutions	Yes ❑	No ❑
f)	Other (please specify)		

Comments

If yes was selected, please describe details related to program components, implementation strategies, responsibilities and human resources. If no was selected, what do you suggest?

Issue 15

Should programs be created to link the training of early childhood educators and teachers so that early childhood educators can be certified as teachers and vice versa?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail strategies that could be developed. If no was selected, what do you suggest?

Issue 16

Should the Ministry of Education offer professional development to teachers in schools where French is the language of instruction to enhance their knowledge, awareness and understanding of the cultural and linguistic needs of French-language children in Ontario?

1. Teachers trained in Ontario

a) Organizing orientation sessions Yes ❑ No ❑

b) Focusing regional workshops offered through the French-language consultative services on "refrancisation" and "animation culturelle" Yes ❑ No ❑

c) Other (please specify)

Comments

If yes was selected, please describe in detail strategies that could be developed. If no was selected, what do you suggest?

2. Teachers trained outside of Ontario

a) Organizing orientation sessions Yes ❑ No ❑

b) Focusing regional workshops offered through the French-language consultative services on "refrancisation" and "animation culturelle" Yes ❑ No ❑

c) Other (please specify)

Comments

If yes was selected, please describe in detail strategies that could be developed. If no was selected, what do you suggest?

References

Alper, C., and Wright, D. (1979). Extended day kindergarten plus parent involvement: A combination that works. Research notes. Phi Delta Kappa, September, 60-68.

Bates, J., Deeth, M., Wright, E. and Vernon, J. (1982). All day kindergarten study. Unpublished research report. Toronto: Ontario Ministry of Education.

Bates, J., Deeth, M., Wright, E. and Vernon, J. (1985). All day kindergarten study follow-up. Unpublished research report. Toronto: Ontario Ministry of Education.

Berger, E. (1986). Parents as partners in education: The school and home working together. Ohio: Charles E. Merrill.

Bredekamp, S. (Ed.) (1987). Developmentally appropriate practice in early childhood programs serving children from birth to age 8. Washington, DC: NAEYC.

Britton, J. (1970). Language and Learning. England: Penguin Books Ltd.

Brophy, J., and Good, T. (1969). Teacher-child dyadic interactions: A manual for coding classroom behavior. Report series No. 27. Austin, TE: The Research and Development Center for Teacher Education. University of Texas.

Brophy, K., and Hancock, S. (1985). Adult-child interaction in an integrated preschool program: Implications for teacher training. Early Child Development and Care, 22 (4).

Brown, M., Weinberg, S., and Cromer, P. (1986). Kindergarten children coming to literacy. Educational Leader, November, 4-6.

Bruner, J. (1980). Under five in Britain. Ypsilanti, MI: The High Scope Press.

Bruner, J. (1983). Child's Talk. New York: Norton.

Burrueta-Clement, J., Schweinhart, W., Barnett, S., Epstein, A., and Weikart, D. (1984). Changed lives: The effects of the Perry Preschool Program on youths through age 19. Monographs of the High/Scope Educational Research Foundation. Ypsilanti, MI: The High/Scope Press.

Cazden, C. (Ed.) (1981). Language in early childhood education. Washington, DC: NAEYC.

Chomsky, C. (1981). Write Now, Read Later. In C. Cazden (Ed.), Language in early childhood education. Washington, DC: NAEYC.

Christie, J., and Johnsen, E. (1987). Preschool play. In J. Bock and N. King (Eds.), School play: A source book. New York: Garland Publishing.

Cooke, K. (1986). Report of the task force on child care. Ottawa: Canada Government Publishing Service.

De Grandmont, N. (1989). Pédagogie du jeu. Jouer pour apprendre. Québec: Éd. Logiques Inc.

Department of Justice, Canada (1989). A consolidation of the Constitution Act, 1867 to 1982. Ottawa: Department of Supply and Services.

Eckler, J., and Weininger, O. (1989). Structural parallels between pretend play and narratives. Developmental Psychology, 25, 736-743.

Feitelson, D., and Ross, H. (1973). The neglected factor: play. Human Development, 16, 202-223.

Finn, J., and Achilles, C. (1990). Answers and Questions about class size: A statewide experiment. American Educational Research Journal, 27 (3), 557-577.

Gardner, H. (1980). Children's literary development: The realms of metaphors and stories. In P. McGhee and A. Chapman (Eds.), Children's humour. New York: J. Wiley and Sons.

Glazer, S. (1989). Oral language and literacy developement. In D. Strickland and L. Morrow (Eds.). Emerging literacy: young children learn to read and write. Newark, Delaware: IRA.

Hendrick, J. (1980). The whole child. New trends in early education. Toronto: The C.V. Mosby Company.

Holloway, S., and Reichhart-Erickson, M. (1988). The relationship of day care quality to children's free-play behaviour and social problem-solving skills. Early Childhood Research Quarterly, 3, 39-53.

Hutinger, P., and Bruce, T. (1971). The effects of adult verbal modelling and feedback on the oral language of Headstart children. American Educational Research Journal, 8, 611-623.

Klein, K. (1985). The research on class size. Phi Delta Kappa, April.

Lazar, I., and Darlington, R. (1982). Lasting effects of early education: A report from the consortium for longitudinal studies. Monographs of the Society for Research in Child Development, 47 (2-3).

Lazar, I., Hubbell, B., Murray, H., Rosche, M., and Royce, V. (1977). Summary report: The persistence of preschool effects: A long-term follow-up of fourteen infants and preschool experiments. Washington, DC: US Department of Health, Education and Welfare.

Long, R. (1986). Developing parental involvement in primary schools. London: Macmillan.

Maloney, C. (1990). Children First: Report of the Advisory Committee on Children's Services. Toronto: Ministry of Community and Social Services.

Maloney, C. (1990). Les enfants d'abord. Rapport du comité consultaltif sur les services à l'enfance. Toronto: Ministère des Services sociaux et communautaires.

Ministère de la Justice du Canada (1989). Codification administrative des lois constitutionnelles de 1867 à 1982. Ottawa: Approvisionnements et Services Canada.

Mitchell, A., Seligson, M., and Marx, F. (1989). Early childhood programs and the public schools: Between promise and practice. Dover, Massachusetts: Auburn House Publishing Company, 185-210.

Morrow, L. (1986). Effects of structural guidance on children's dictation of original stories. Journal of Reading Behaviour, 28, 135-151.

Offord, D. (1987). Ontario child health study. Toronto: Ministry of Community and Social Services.

Offord, D. (1987). L'étude sur la santé des enfants de l'Ontario: Résumé des résultats préliminaires. Toronto: Ministère des Services sociaux et communautaires.

Park, N. (In progress). A comparative study of school-aged child care programs. Toronto: Ministry of Education.

Parkin, M., Morrison, F., and Watkin, G. (1989). French immersion research relevant to decisions in Ontario. Toronto: Ministry of Education.

Pearson, N. (1990). Parent involvement within the school: To be or not to be. Education Canada. Fall, 14-17.

Pellegrini, A., and Galda, L. (1982). The effects of thematic-fantasy play training on the development of children's story comprehension. American Education Research Journal, 19, 443-452.

Pepler, D., and Ross, H. (1981). The effects of play on convergent and divergent problem-solving. Child Development, 52, 1202-1210.

Pepler, D. (1982). Play and divergent thinking. In D. Pepler and K. Rubin (Eds.), The play of children: Research and theory. Basel: Karger.

Phillips, D. (Ed.) (1987). Quality in child care: What does research tell us? Washington, DC: NAEYC.

Piaget, J. (1962). Play, dreams and imitation in childhood. New York: Norton.

Rabinowitz, F., Moely, B., Finkel, N., and McClinton, S. (1975). The effects of toy novelty and social interaction on the exploratory behavior of preschool children. Child Development, 46, 286-289.

Rubin, K., Fein, G., and Vandenberg, B. (1983) Play. In H. Mussen (Ed.), Handbook for child psychology: Vol.4. New York: J. Wiley and Sons.

Ruopp, R., Traver, J., Glantz, F., and Coelen, C. (1979). Children at the centre: Summary findings and their implications. Final Report of the National Day Care Study, Vol. 1, Cambridge, MA: ABT Associates.

Schorr, L. (1988). Within our reach: Breaking the cycle of disadvantage. Toronto: Doubleday Books.

Schweinhart, L. (1987). When the buck stops here: What it takes to run a good early childhood program. High/Scope Resources, 1, 9-13.

Schweinhart, L., and Weikart, D. (1980). Young children grow up: The effects of the Perry Preschool Program on youths through age 15. Monographs of the High/Scope Educational Research Foundation. Ypsilanti, MI: The High/Scope Press.

Schweinhart, L., and Weikart, D. (1988). Education for young children living in poverty: Child initiated learning, a teacher directed instruction. The Elementary School Journal, 89 (2), 213-255.

Seefeldt, C. (1988). Teacher certification and program accreditation in early childhood education. The Elementary School Journal, 89 (2), 241-251.

Shapson, S., Wright, E., Eason, G. and Fitzgerald, J. (1980). An experimental study of the effects of class size in the junior grades. American Educational Research Journal, Spring.

Singer, J. (1973). The child's world of make-believe. New York: Academic Press.

Smilansky, S. (1968). The effects of sociodramatic play on disadvantaged preschool children. New York: John Wiley and Sons.

Smith, A. et al (1988). The effect of improving preschool teacher/child ratios: an "experiment in nature". Early Childhood Development and Care, 41, 123-138.

Smith, P., and Connolly, K. (1980). The ecology of preschool behaviour. Cambridge, England: Cambridge University Press.

Smith, P. (1983). Training in fantasy play. Early Childhood Development and Care, 11, 217-226.

Strickland, D. and Morrow, L. (Eds) (1989). Emerging literacy: Young children learn to read and write. Newark, Delaware: IRA.

Sylva, K., Bruner, J., and Genova, P. (1976). The role of play in the problem-solving of children 3-5 years old. In J. Bruner, A. Jolly and K. Sylva (Eds.), Play: Its role in development and evolution. New York: Basic Books.

Sylva, K., Roy, C., and Painter, M. (1980). Child watching at playgroup and nursery school. London: Grant McIntyre.

Tough, J. (1976). Listening to children talking: A guide to the appraisal of children's use of language. London: Ward Lock Educational and Drake Educational Associates.

Vygotsky, L.S. (1978). Mind in Society: the development of higher psychological processes. Cambridge, Mass.: Harvard University Press.

Watt, J., and Flett, M. (1988). Parents in a vacuum: Continuity in early education: The role of parents. Times Educational Supplemental Scotland, No.1123, A.4.

Wells, G. (1986). The meaning makers: Children learning language and using language to learn. Portsmouth, New Hampshire: Heinemann.

Whitebook, M., Howes, C., Phillips, D., Pemberton, C. (1989). Who cares: Child care teachers and the quality of care in America. Young Children, November.

Word, E. (1990). Student/Teacher Achievement Ratio (STAR): Tennessee's K-3 class size study. Tennessee State Department of Education.

Wright, M., (1983). Compensatory education in the preschool: A Canadian approach. The University of Western Ontario Preschool Project. Ypsilanti, MI: The High/Scope Press.

The Early Years

Response Guide

Restructuring of Education
June 1991

Response Guide

For the Early Years Consultation Paper

Individuals and groups are invited to keep the Early Years Consultation Paper and to submit their comments, additional issues and proposals on the following response guide.

Your comments are extremely important to the Early Years work team. While a "yes" or a "no" answer will be appreciated, your comments regarding the issues presented in this paper and other issues related to education in Junior Kindergarten and Kindergarten are essential to ensure that our policies are meeting the needs of children in today's world.

All submissions will be considered. To facilitate processing, please submit your responses as soon as possible and no later than February 28, 1992 to

Paulette Laforest-Norman
Early Years Work Team Leader
Ontario Ministry of Education
Learning Programs Secretariat
17th Floor, Mowat Block
900 Bay Street
Queen's Park
Toronto, Ontario
M7A 1L2

Respondent Information

Name

_____

Address _____

_____

_____

Contact Person _____

Telephone _____

_____

Please ☑ in appropriate space.

- Educators' association ☐
- Trustees' association ☐
- Faculty of education ☐
- Parent or guardian ☐
- Teacher ☐
- Student ☐
- Parents' association ☐
- School staff ☐
- Principal ☐
- School board ☐
- Other organization (please specify)
- Other ministries (please specify)

If this is a group response, how many people have contributed?

Where applicable, please indicate the areas represented.

- Child care centre ☐
- Junior Kindergarten and Kindergarten ☐
- Primary ☐
- Junior ☐
- Intermediate ☐
- Senior ☐
- Post secondary ☐
- Other (please specify)

The Child's World

See page 3 in the Early Years Consultation Paper

Issue 1

Should the Ontario education system play a role in serving young children and their families with regard to the following?

a)	Child care	Yes ❑	No ❑
b)	Prevention programs for children at risk of developing emotional or behavioural problems	Yes ❑	No ❑
c)	Family counselling	Yes ❑	No ❑
d)	Parenting courses	Yes ❑	No ❑
e)	Breakfast programs	Yes ❑	No ❑
f)	Health care	Yes ❑	No ❑
g)	Recreation	Yes ❑	No ❑
h)	Partnerships with community and social agencies	Yes ❑	No ❑
i)	Partnerships with service clubs	Yes ❑	No ❑
j)	Partnerships with other ministries	Yes ❑	No ❑
k)	Partnerships with other educational institutions	Yes ❑	No ❑
l)	Other (please specify)		

Comments

If yes was selected, please describe in detail responsibilities, strategies and models for implementation at the provincial, regional and school board levels. If no was selected, what do you suggest?

How Children Learn

See page 7 in the Early Years Consultation Paper

Issue 2

Should provincial policy describe learning in Junior Kindergarten and Kindergarten with regard to the following?

a) Role of play Yes ❑ No ❑

b) Role of language Yes ❑ No ❑

c) Role of adults Yes ❑ No ❑

d) Areas of growth Yes ❑ No ❑

Comments

If yes was selected, please describe in detail how these areas should be defined and expanded. If no was selected, what do you suggest?

Issue 3

Should provincial policy describe indoor and outdoor learning materials and equipment for use in Junior Kindergarten and Kindergarten?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 4

Should the Ministry of Education develop a policy on "refrancisation" to ensure that school boards address the needs of children who have a wide range of linguistic abilities and are attending schools where French is the language of instruction?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the policy. If no was selected, what do you suggest?

Issue 5

Should provincial policy provide direction to school boards regarding the introduction of Immersion French programs in Junior Kindergarten and Kindergarten in schools where English is the language of instruction?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 6

Should the Ministry of Education develop a policy regarding the provision of a language-training program such as English as a Second Language and English Skills Development in schools where English is the language of instruction?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 7

Should provincial policy provide direction to school boards with regard to staffing in Junior Kindergarten and Kindergarten as it relates to the following?

a) Class size Yes ❑ No ❑

b) Pupil-adult ratio Yes ❑ No ❑

c) Teacher aides for children with special needs Yes ❑ No ❑

d) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 8

Should provincial policy provide direction to school boards with regard to procedures for assessment, evaluation and reporting of children's individual patterns of development and learning?

1. Assessment

a) Teachers' observations of children Yes ❑ No ❑

b) Parents' observations of children Yes ❑ No ❑

c) Child care educators' observations of children Yes ❑ No ❑

d) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

2. Evaluation

a) Early and Ongoing Identification of Learning Abilities and Needs — Yes ❑ No ❑

b) Promotion — Yes ❑ No ❑

c) Retention — Yes ❑ No ❑

d) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

3. Reporting

a) Written reports Yes ❑ No ❑

b) Parent-teacher conferences Yes ❑ No ❑

c) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Program Delivery

See page 25 in the Early Years Consultation Paper

Issue 9

Should special provisions in the regulations under the Education Act be included to permit children who are not yet three years and eight months old to attend special programs to deal with the following?

a) Identified special needs Yes ❑ No ❑

b) Linguistic needs Yes ❑ No ❑

c) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provisions. If no was selected, what do you suggest?

Issue 10

Should provincial policy provide direction to school boards with regard to flexible entry and attendance in Junior Kindergarten and Kindergarten?

a) Age of entry Yes ❑ No ❑

b) Attendance Yes ❑ No ❑

c) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 11

Should provincial policy provide direction to school boards with regard to the development, implementation and revision of plans for the co-ordination of school-based child care for school-aged children and Junior Kindergarten and Kindergarten programs?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Teacher Education

See page 31 in the Early Years Consultation Paper

Issue 12

Should provincial policy determine specific basic qualifications for the certification of teachers in Junior Kindergarten and Kindergarten?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Issue 13

Should additional training components on Junior Kindergarten, Kindergarten and child care co-ordination be provided in principal and supervisory officer courses?

a) Principals Yes ❑ No ❑

b) Supervisory officers Yes ❑ No ❑

Comments

If yes was selected, please describe in detail the elements that should be included in the training components. If no was selected, what do you suggest?

Issue 14

Should the Ministry of Education support school boards in the delivery of professional development programs for teachers in Junior Kindergarten and Kindergarten by the following?

a) Providing guidelines and models — Yes ❑ No ❑

b) Providing models for mentorship programs and peer coaching — Yes ❑ No ❑

c) Developing training materials for professional development — Yes ❑ No ❑

d) Facilitating the establishment of teacher centres — Yes ❑ No ❑

e) Encouraging partnerships with other agencies and institutions — Yes ❑ No ❑

f) Other (please specify)

Comments

If yes was selected, please describe details related to program components, implementation strategies, responsibilities and human resources. If no was selected, what do you suggest?

Issue 15

Should programs be created to link the training of early childhood educators and teachers so that early childhood educators can be certified as teachers and vice versa?

Yes ❑ No ❑

Comments

If yes was selected, please describe in detail strategies that could be developed. If no was selected, what do you suggest?

Issue 16

Should the Ministry of Education offer professional development to teachers in schools where French is the language of instruction to enhance their knowledge, awareness and understanding of the cultural and linguistic needs of French-language children in Ontario?

1. Teachers trained in Ontario

a) Organizing orientation sessions Yes ❑ No ❑

b) Focusing regional workshops offered through the French-language consultative services on "refrancisation" and "animation culturelle" Yes ❑ No ❑

c) Other (please specify)

Comments

If yes was selected, please describe in detail strategies that could be developed. If no was selected, what do you suggest?

2. Teachers trained outside of Ontario

a) Organizing orientation sessions Yes ❑ No ❑

b) Focusing regional workshops offered through the French-language consultative services on "refrancisation" and "animation culturelle" Yes ❑ No ❑

c) Other (please specify)

Comments

If yes was selected, please describe in detail strategies that could be developed. If no was selected, what do you suggest?